

Diversity Newsletter

Topics for Teachers



Ministry of
Education

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Welcome to the first
edition of
Diversity Newsletter:
Topics for Teachers.

We hope you find the
articles in this issue
relevant to your work,
and that you will look
forward to reading our
next issue.

Please email ideas for
future topics to
[EDUC.Diversityand
Equity@gov.bc.ca](mailto:EDUC.DiversityandEquity@gov.bc.ca)

I wish you all the best
this school year as we
work together to
provide our students
with the best that the
BC school system has
to offer.

Susan Kennedy
Executive Director

IEPs – A Tool for Collaborative Planning

An Individual Educational Plan (IEP) is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, services to be provided, and includes measures for tracking achievement. It is a tool for collaborative planning among the school, the parents, the student (where appropriate) and as necessary, school district personnel, other ministries or community services.

An IEP formalizes planning decisions and processes, linking assessment with services for a student. It provides a record of the planned actions and forms a basis for tracking and reporting progress.

Not all IEPs need to be complex. An IEP will reflect the complexity of a student's needs and can be brief or more detailed as needed.

IEPs must be developed for all students with special needs. The exception to this rule is when a student with special needs requires only minor adaptations and no modifications to learning outcomes and they require less than 25 hours of remedial instruction a year by someone other than the classroom teacher.

*The process works best
when there is
collaboration and
ongoing consultation
among teachers,
administration, support
personnel, parents,
students and
representatives of
district/community and
regional agencies.*

*(From Special Education
Services:
A Manual of Policies
Procedures and
Guidelines.)*

Check with your school
or school district to
see about any local
policies and
procedures regarding
the development of
IEPs.

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Coming Soon:

Individual Education Planning for Students with Special Needs: A Resource Guide for Teachers

Developed in collaboration with the British Columbia School Superintendents

Association, this new publication provides information and strategies aligning professional practice with current legislation as well as checklists and other aids to support teachers' work with parents, colleagues and students.

You will find it posted Fall of 2009 under the Special Education Resources link at:
<http://www.bced.gov.bc.ca/specialed/>

Things to consider when developing IEPs

In order to meet provincial legislation, an IEP **must** have one or more of the following:

- goals or outcomes set for the student where they are different from those set out in a course or subject, and/or
- a list of the support services required to achieve goals for the student, and/or
- a list of adaptations (or modifications) to educational materials, instructional strategies or assessment methods.

An IEP **should** also contain a record of:

- present levels of performance,
- the setting where the program is to be provided,
- names of those providing the program or supports,
- the period of time and process for review of the IEP,
- evidence of evaluation of the review,
- plans for the next transition point for the student.

It is important that an IEP is developed as soon as practically possible after it is determined a student has a special need.

Principals are responsible for the implementation of educational programs – [School Act Regulation 5(7)(a)]. They usually appoint a case manager to co-ordinate the development, documentation, and implementation of an IEP. Other district personnel and staff from regional or

community agencies might be involved. A school-based team is often responsible for co-operating with community agencies.

Individualized goals in IEPs should be related to a student's assessed special need. Goals should be set at a high but attainable level to encourage parents, students, and staff to hold high expectations. Measurable objectives related to the goals can enable effective review and evaluation.

Parents must be given the opportunity to be consulted in the planning process and should receive a copy of the IEP. It's a good idea to document in the IEP any instances where services offered by the school have been refused by the student or parent.

For comprehensive information see: *Special Education Service: A Manual of Policies, Procedures and Guidelines*:
<http://www.bced.gov.bc.ca/specialed/ppandg.htm>
View the IEP Order at:
www.bced.gov.bc.ca/legislation/schoollaw/e/m638-95.pdf

IEP E-learning Opportunities:

BC CASE Module 4: Program Development: IEPs for Students in Low Incidence Categories
<http://www.bc-case.org/learning.shtml>

FASD Outreach: <http://www.fasdoutreach.ca/elearning/developing-iep>

POPARD website:
<http://www.autismoutreach.ca/elearning/individual-education-plans-iep>

Myth-busting Special Needs Funding

Understanding the process for allocation of special needs funding will help schools and parents provide the best for your students.

Myth 1: Funds are provided directly from the Ministry to an individual student based on his or her special needs category.

Fact: Boards of education receive funding based on the numbers of students reported to the Ministry in various categories. Boards then decide how funds are allocated to best meet the needs of the students in their district.

Myth 2: A student must be identified in a special needs category before they can get extra help.

Fact: Special education services can be provided to any student. With respect to special needs funding, supports such as OT/PT, speech, assessments and learning assistance are funded through the basic allocation provided for each student in BC.

Myth 3: Overall funding for special needs has been cut.

Fact: The basic allocation for all students has grown from \$3,400 in 2001-02 to \$5,851 in 2008-09. This is due, in part, to the fact that high incidence special education services, as well as funding for supports such as OT/PT, speech,

assessment and learning assistance, were rolled into the basic allocation in 2002.

Funding for low incidence students has risen from \$195.2 million in 2001-02 to \$307.9 million in 2008/09, an increase of \$112.7 million.

Low incidence funding is based on three categories:

Level 1: \$32,000 per student - for each FTE student reported as a student who is "dependent handicapped" (those who are totally dependent on someone for normal daily functioning) or deafblind (both deaf and blind).

Level 2: \$16,000 per student - for each student reported as a student with a moderate to profound intellectual disability, a physical disability/chronic health impairment, visual impairment, deaf/hard of hearing, or with autism spectrum disorder.

Level 3: \$8,000 per student - for each student reported as a student requiring intensive behaviour interventions or having serious mental illness (professionally diagnosed and under treatment).

Want more information about funding?

http://www.bced.gov.bc.ca/news/edufacts/2009/0903_special-needs-funding.pdf

<http://www.bced.gov.bc.ca/k12funding/>

http://www.bced.gov.bc.ca/policy/policies/funding_special_needs.htm



Clarifying the terms "Adaptations" and "Modifications"

Still have questions about student progress reporting?

Reporting Student Progress: Policy and Practice:

http://www.bced.gov.bc.ca/classroom_assessment/09_report_student_prog.pdf

Student Progress

Report Order:

<http://www.bced.gov.bc.ca/legislation/schoollaw/e/m191-94.pdf>

Common Questions:

"What is the difference between adaptations and modifications?"

"Once a child is on an 'adapted program' is s/he always on an 'adapted program?'"

"How do I know if a student should be on a program with adaptations or modifications?"

"How do I grade a student fairly when adaptations or modifications are in place?"

A *Guide to Adaptations and Modifications* is a document designed to clarify terms, guide decision making processes and inform procedures around marks and grades.

The guide is supplemented with a flow chart, which will assist educators in applying the decision-making process to individual cases.

This guide was developed by the Ministry

of Education in consultation with BC Council of Special Educators (BCCASE), Learning Assistance Teachers' Association (LATA), Special Educators' Association (SEA), Office of the Inspector of Independent Schools, and British Columbia Teacher's Federation (BCTF).

The link below will take you to the full text and the flow chart. Please consult your school's principal or district's Administrator of Special Education for further information about school and local district processes.

For more information about this see: <http://www.bced.gov.bc.ca/specialed>

"Today's classrooms are diverse and inclusive by nature. Differentiation of instruction and assessment and the principles of universal design are now recognized practices for teachers."

(From A Guide to Adaptations and Modifications.)

Building Capacity – Supporting Meaningful Consultation with Parents

Meaningful consultation is important when decisions are made that will have an impact on the education program for a student with special needs.

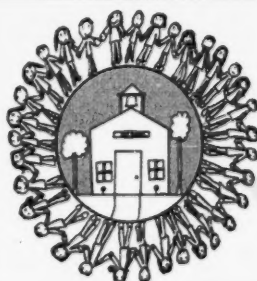
Supporting Meaningful Consultation presents guiding principles, a description of critical elements and helpful tools for preparation for consultation.

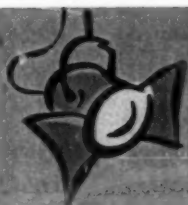
This resource was developed in partnership among the Ministry of Education, the BC Council of Administrators of Special

Education and School District No. 45 (West Vancouver).

Beginning this fall, the developers of the resource will be available to conduct workshops to support implementation of the concept of meaningful consultation.

To see this valuable resource and access workshop information see the BCCASE website at <http://www.bccase.org/links.shtml>





Spotlight



... on resources

Did you know that there are a number of helpful resources for teachers of students with special needs?

See the full list...
<http://www.bced.gov.bc.ca/specialied>

A few examples of helpful resources are;

- FASD: <http://www.fasdoutreach.ca>
- AD/HD: <http://www.bced.gov.bc.ca/specialied/adhd/>
- ASD: <http://www.bced.gov.bc.ca/specialied/docs/autism.pdf>
- Learning and Behaviour Differences:
<http://www.bced.gov.bc.ca/specialied/landbdif/>
- Diverse Learning Needs, Volume 1 (a discussion of the needs of students with Asthma, Epilepsy, Muscular Dystrophy, Spina Bifida, Downs Syndrome, and other topics)
<http://www.bced.gov.bc.ca/specialied/awareness/>

... on district practices

School District #78 (Fraser-Cascade) says enhancing IEP quality makes a significant difference in programming for kids.

SD#78 (Fraser-Cascade) IEP Quality Assurance Program

SD#78 (Fraser-Cascade) has a strategy for enhancing IEPs and their quality. District staff come together to review a random sample of IEPs each school year.

The review examines each IEP and its development, verifies the identification of the special education category, examines the content of the IEP to determine if it follows district practice, determines if the goals and objectives are appropriate, and looks for a match

between the content of the IEP, the programming and strategies that have been put in place. The group also looks at student success and achievement.

"Since the reviews began in 2005, there has been a significant improvement in the quality of IEPs and programs in the district."